**Area of study: The Nature of Childhood and the Socialisation and Development of Children**

**Assessment Type 1:** Practical Activity

**Learning requirements:**

1. apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years

2. develop and implement management skills in an individual or a collaborative context to support the health and well-being of children

3. make and justify decisions about issues related to child development

4. select and use appropriate technology to prepare learning activities for children in a culturally diverse society

6. work individually and collaboratively to support the health and well-being of children, and reflect on processes and outcomes

**Task Description:** Action plan, Practical, Evaluation

Purpose: To investigate a contemporary issue related to The Nature of Childhood and the Socialisation and Development of Children with a particular focus on the impact of positive parenting on the health and well being of children.

Background:

The family has one of the most significant impacts on the health and development of a child. Family is defined as *“A social grouping of two or more persons, one of whom is 15 years or older, who are related by blood, marriage (registered or defacto), adoption, step or fostering; and who are usually resident in the same household. (Australian Institute of Family Studies).* Within the family, parenting practices do have a significant impact, and parents are faced with many challenges. Parenting styles differ, but research has shown that there are a few characteristics of parenting that will benefit all children. These include having a warm and supportive relationship with their child and supervising the child’s activities.

Task: Plan, design and make a toy, game or activity that a parent can play with a child to *encourage a positive relationship* and *promote positive behaviour*. The child is between the ages of 2-8.

*When planning what to make for your toy, game or activity (project) you need to consider:*

* The five key aspects to positive parenting – it must relate to at least one of these
* The resources you have available – include time, materials, expertise, skills. You need to use technology in the practical. This can include things such as a sewing machine, computer, printer etc., tools (drill, saw, etc.)

1. **Prepare an action plan which includes:**

* an outline of the issue(s) discussed
* decisions made about what action to take (what you will make)
* a justification of what the students intend to do (why did you decide this?)
* an outline of implementation strategies. (how are you going to make this – what are the steps)
* (written 400 words / oral – multimedia 3 minutes)

1. **Practical – you need to ensure that you demonstrate the following when you are working on your project**

* development and implementation of safe management practices.
* selection and use of appropriate technology for practical activities.
* application of knowledge and practical skills.

(3 double lessons to work on practical. Wednesdays are also available at times)

1. Evaluation - when you have completed the task you do an evaluation where you

* reflect on your performance in relation to the processes and outcomes of practical activities, i.e. consider the decision making processes, your management processes and the final result.
* consider possible improvements you could make? What would they be?
* Reflect on how your project could help parents to develop positive relationships with their children. (*contemporary issue related to child development)*

(written 400 words / oral – multimedia 3 minutes

**Assessment Design Criteria**

**Problem Solving - the specific features are as follows**:

**P1 Identification and discussion of factors involved in problem-solving**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Astute identification and discussion of a range of factors involved in problem-solving | Well-informed identification and discussion of a range of factors involved in problem-solving. | Informed identification and discussion of some factors involved in solving mostly familiar problems. | Identification and discussion of one or more factors involved in solving familiar problems. | Identification of one or more factors involved in solving a familiar problem. **No Evidence** |

**P3 Justification of decisions about problem-solving and implementation strategies.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Clear and very relevant justification of decisions about problem-solving and implementation strategies. | Mostly clear and relevant justification of decisions about problem-solving and implementation strategies. | Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity. | Some description and partial justification of one or more problem-solving and/or implementation strategies. | Attempted description of one or more problem-solving or implementation strategies. |

**Practical Application - the specific features are as follows:**

**PA2 Selection and use of appropriate technology for practical activities.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Logical selection and use of appropriate technology for practical activities. | Mostly logical selection and use of appropriate technology for practical activities. | Appropriate selection and use of technology for practical activities | Identification and some use of technology for practical activities | Limited use of technology in practical activities.  **No Evidence** |

**PA3 Application of knowledge and practical skills.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Constructive and sustained application of knowledge and practical skills. | Logical and well-considered application of knowledge and practical skills. | Considered application of knowledge and practical skills. | Some application of basic knowledge and practical skills | Limited application of basic knowledge or practical skills.  **No Evidence** |

**Reflection - the specific features are as follows:**

**R1 Reflection on the processes and outcomes of practical and group activities, including their own performance.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **A** | **B** | **C** | **D** | **E** |
| Insightful reflection on the processes and outcomes of practical and group activities, including their own performance. | Thoughtful reflection on the processes and outcomes of practical and group activities, including their own performance. | Considered reflection on the processes and outcomes of practical and group activities, including their own performance. | Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance. | Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance. **No Evidence** |

**R3 Reflection on contemporary issues related to child development.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***A*** | ***B*** | **C** | **D** | **E** |
| Insightful reflection on contemporary issues related to child development. | Well-informed reflection on contemporary issues related to child development. | Informed reflection on contemporary issues related to child development. | Superficial reflection on one or more contemporary issues related to child development, tending towards basic description. | Limited description of one or more contemporary issues related to child development  **No Evidence** |

**Overall Grade: A B C D E**

**Comment**